الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية | الديوان الوطني للامتحانات و المسابقات

امتحان بكالوريا التعليم الثانوي | دورة: 2017

الشعبة: آداب وفلسفة

اختبار في مادة: اللغة الإنجليزية | المدة: 02 سا و30 د

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الأول

Part One: Reading. **(15 points)**

A/ Comprehension **(07 pts)**

Read the text carefully then do the activities below.

Public speakers often begin with a joke or an amusing anecdote to get everyone's attention. A good laugh at the beginning helps bring an audience together. Waiting for the punch line focuses attention on the speaker.

In the classroom, besides getting everyone's attention, humour goes a long way toward fostering a healthy learning environment. For one thing, it's an ice breaker. It can help open the floor up to a free-ranging, topic-oriented discussion in which students relax enough to become fully engaged.

Humour can also misfire. It's funny that way. That which you consider funny, others may not. To be effective in the classroom, humour must be constructive. Take care to place jokes and anecdotes within the context of the material being presented, and in a manner that supports the lesson being taught.

As a pedagogical tool, humour can help reduce student-anxiety, diffuse awkward classroom situations, and increase retention of lecture-specific information. Powers, a psychologist, recommends that you "use it in moderation … .You want to teach well, not be a stand-up comic." For maximum effect, humour should be employed deliberately and be very well thought out.

Adapted from: Peter Connor, Communications Director - Colorado State University

1. ***Are the following statements true or false? Write T or F next to the letter corresponding to the statement.***

a. Starting with jokes distracts the audience attention.
b. Getting audience attention is not the only aim of humour.
c. Contextualised jokes and anecdotes make humour effective.
d. Humour is used for fun only.

2. ***In which paragraph is it mentioned that*** humour should not be used excessively?

3. ***Answer the following questions according to the text.***

a. How can humour promote a healthy learning environment?
b. Do people think that humour can always be amusing? Justify.
c. List four positive aspects of humour in classroom.

4. ***Copy the title you think is the most appropriate.***

a. Teaching with Humour **b.** Humour in Context **c.** Teaching Humour

B/ Text Exploration **(08 pts)**

1) ***Find in the text words or phrases that are closest in meaning to the following*:**
   a. entertaining **(§1)** **b.** rest **(§2)** **c.** on purpose **(§4)**

2) ***Ask the questions which the underlined words answer.***
   a. **Waiting for the punch line** focuses attention on the speaker.
   b. **For maximum effect**, humour should be employed deliberately.

3) ***Classify the following words according to the number of their syllables.***

joke - laughter - students - effective

one syllable	two syllables	three syllables

4) ***Fill in the gaps with only* FOUR *words from the list below*:**

lesson - school - mean - literature - funny - say

Humour doesn't have to .... **(1)** .... quick wit. Teachers can bake laughs into their .... **(2)** .... plans by incorporating .... **(3)** .... materials like silly word problems, political cartoons or satirical .... **(4)** .... **.**

Part Two: Written Expression **(05 points)**

Choose ONE of the following topics.

Topic One:

Using humour when teaching can help with classroom management as well as create a warm atmosphere and help students relax. Write a composition of about 70 to 80 words saying how far you agree with this statement.

The following notes may help you:

- ice breaking to start lessons
- increasing motivation
- creating safe atmosphere
- building positive behaviour
- promoting better engagement and participation

Topic Two:

Business ethics are moral principles that guide the way business should work.
Write a composition of about 70 to 80 words on this topic.

انتهى الموضوع الأول

الموضوع الثاني

Part One: Reading **(15 points)**

A/ Comprehension **(07 pts)**

Read the text carefully and do the activities.

Everyone agrees that business managers must understand finance and marketing. But is it necessary for them to study ethics?

Managers who answer in the negative generally base their thinking on one of three rationales. They may simply say that they have no reason to be ethical. They see why they should make a profit, and most agreed they should do so legally. But why should they be concerned about ethics as long as they are making money and staying out of jail?

Other managers recognize that they should not be unethical but identify their ethical duty through making a legal profit for the firm.

A third group of managers affirmed that ethical duty goes further than what is required by law. But they still insist that there is no point in studying ethics. Character is formed in childhood, not at school.

As for motivation, good behaviour often brings a reward, but not every time. If it were always in one's interest to be good, there would be no need for ethics. We could simply act selfishly and forget about obligation.

Adapted from: John Hooker Carnegie Mellon University, April 2003

1. ***The text is…*** **a**. a report **b.** a magazine article **c.** a survey **d**. a letter

2. ***Are the following statements true or false? Write T or F next to the letter corresponding to the statement.***

a. The knowledge of finance and marketing is unnecessary for business managers.
b. All managers believe that ethics is unimportant in business.
c. According to some managers, ethics should be acquired at an early age.
d. Making profit does not require ethics for some managers.

3. ***Answer the following questions according to the text.***

a. Is there a general agreement on how to handle business with ethics? Justify.
b. How do some managers see their responsibility towards ethics?
c. Does behaving correctly in business necessarily ensure a reward?

4. ***Copy the title you think is the most appropriate.***

a. Finance and Marketing **b**. Why Business Ethics? **c**. The Respect of Ethics

B/ Text Exploration **(08 pts)**

1. ***Find in the text words or phrases that are opposite in meaning to the following*:**

a. loss (**§2**) ≠ .... **b**. unlawful (§3) ≠ .... **c.** sanction (**§5**) ≠ ....

2. ***Divide the following words into roots and affixes*.**

unethical - selfishly - obligation - greedy

Prefix	Root	Suffix(es)

3. ***Ask questions which the underlined words answer.***

a. Good behaviour often brings **<u>a reward.</u>**

b. **<u>Business managers</u>** must understand finance and marketing.

4. ***Fill in the gaps with <u>FOUR</u> words from the list.***

transparent - challenges - strategies - existing - bribery - honest.

Over the past decade, MENA governments have made vigorous efforts to prevent … **(1)** … of their own public officials. These reforms have included various … **(2)** … to prevent corruption in the public sector, addressing integrity of public servants, more effective administrative procedures and … **(3)** … rules. They have also included, in some countries modifications to the … **(4)** … framework.

Part Two: Written Expression. **(05 points)**

***Choose <u>ONE</u> of the following topics*.**

<u>Topic One</u>:

All business managers are supposed to be ethical in their practices. Write a composition of about 70 to 80 words using the following notes:

- positive attitudes /prosperity
- commitment / honesty /integrity /fairness
- awareness /fight corruption
- not be greedy / selfish

<u>Topic two</u>:

Our modern civilization is facing many challenges that may lead to its collapse. Write a composition of about 70 to 80 words on the topic.

انتهى الموضوع الثاني

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<tr><td>7 points</td><td></td><td>A/ Comprehension.</td></tr>
<tr><td>2 pts</td><td>0.5×4</td><td>1-a: F b: T c: T d: F.</td></tr>
<tr><td>1 pt</td><td>1</td><td>2- §4</td></tr>
<tr><td>3 pts</td><td>1×3</td><td>3- a It can help open the floor up to a free-ranging, topic-oriented discussion in which students relax enough to become fully engaged.
b. no, they don't. / no. It's funny that way. That which you consider funny, others may not.
c. - helps bring an audience together or focuses attention on the speaker.
- fostering healthy a learning environment
- ice breaker <u>or</u> It can help open the floor up to a free-ranging …
- supports the lesson being taught
- pedagogical tool
- help reduce anxiety
- diffuse awkward classroom situations
- increase retention of lecture-specific information</td></tr>
<tr><td>1 pt</td><td>1</td><td>4. a. Teaching with Humour</td></tr>
<tr><td>8 points.</td><td></td><td>B/ Text Exploration.</td></tr>
<tr><td>1.5 pts</td><td>0.5×3</td><td>1- a: amusing b: relax c: deliberately</td></tr>
<tr><td>2.5 pts</td><td>1.25×2</td><td>2- a. What focuses attention on the speaker?
b. Why should humour be employed deliberately? Or
What should humour be employed deliberately for?</td></tr>
<tr><td>2 pts</td><td>0.5×4</td><td>3-
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<tr><th>one syllable</th><th>two syllables</th><th>three syllables</th></tr>
<tr><td>joke</td><td>laughter - students</td><td>effective</td></tr>
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<tr><td>2 pts</td><td>0.5×4</td><td>5- 1- mean 2- lesson 3-funny 4- literature</td></tr>
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الإجابة النموذجية لموضوع اختبار مادة: اللغة الإنجليزية/الشعبة: آداب وفلسفة/بكالوريا: **2017**/موضوع 2

العلامة		عناصر الإجابة **"*Everyone agrees*..."**
مجموع	**مجزأة**	
15 pts 07 pts		**<u>Part One</u>: Reading** **A. Comprehension**
1 pt	01 pt	**1- b** – a magazine article
2 pts	0.5×4	**2- a → F b → T c → T d → T**
3 pts	1x3	3- **a**-Yes, there is. / Yes. - Most agreed they should do so legally. But why should they be concerned about ethics as long as they are making money and staying out of jail? **b**- Some managers identify their responsibility (duty) towards ethics through making legal profit.(***or*** through making a legal profit for the firm.) **c-**No / No, it does not
1 pt	1 pt	**4-Title**: **b**. Why Business Ethics?
08 pts		**B. Text Exploration**
		1- Opposites:
1.5 pt	0,5x3	**1-a**- profit **b**- legal **c**- reward
2 pts	0. 5 x4	**2- Morphology :**

Prefix	**Root**	**Suffix(es)**
un	ethic	al
///////////	self	ish ly
//////////	oblig(e)	ation
/////////	greed	y

		3- Syntax:
2.5 pts	1.25x2	**a)** What does a good behaviour bring? **b)** Who must understand finance and marketing?
2 pts	0.5 x4	**4)** 1- bribery 2- strategies 3- transparent 4- existing
05 pts		**<u>Part Two</u>: Written Expression**

Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocabulary and creativity)	Final score
L Ph	1	1	2	1	5 pts

<u>N.B</u> : The grid to be applied for both topics

الموقع الأول لتحضير الفروض والاختبارات في الجزائر

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https://www.dzexams.com/ar/bem	شهادة التعليم المتوسط
https://www.dzexams.com/ar/1as	السنة الأولى ثانوي
https://www.dzexams.com/ar/2as	السنة الثانية ثانوي
https://www.dzexams.com/ar/3as	السنة الثالثة ثانوي
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